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Illinois State-Wide Curriculum Study Center in the Preparation of Secondary English Teachers (ISCPET),
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This 906-item bibliography was developed to explore the possibility of using a Key-Word-in-Context (KWIC) index to retrieve references in English Education. Although the emphasis of the bibliography is on English teacher preparation, a few items in such areas as grammar, rhetoric, and usage are included, primarily to explore the capabilities of the KWIC index. The references in the bibliography are listed sequentially by accession number, and access to the references is by way of the KWIC-index or author index. Appendices include a taxonomy of English Education and a "Bibliography of ISCPET Reports and Materials." [Not available in hard copy due to marginal legibility of original document.] (Author)

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ILLINOIS STATE-WIDE CURRICULUM STUDY CENTER
IN THE PREPARATION OF SECONDARY SCHOOL
ENGLISH TEACHERS (ISCPET)

KWIC-INDEX BIBLIOGRAPHY
OF SELECTED REFERENCES ON
THE PREPARATION OF SECONDARY SCHOOL ENGLISH TEACHERS

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Urbana, Illinois

July 1969

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OF SECONDARY SCHOOL ENGLISH TEACHERS (ISCPET)

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ISCPET'S KWIC-INDEX BIBLIOGRAPHY

INTRODUCTION

This BIBLIOGRAPHY is the result of a small study to determine the feasibility of using a computerized Key Word in Context (KWIC) Index system on selected references in English Education. Time and money ran out before the full feasibility of such a bibliography could be determined. Also, recent developments in the retrieval of information, the availability of bibliographic materials from the various ERIC's and the occasional state-of-the-arts papers make the preparation of materials such as KWIC-Index Bibliographies less urgent. Nevertheless, this BIBLIOGRAPHY is published "as it is" and distributed in limited numbers for what use can be made of it.

Someday it will be possible to sit at a working desk and have at the right a small console with a typewriter keyboard, TV screen, input and output slots, a telephone, and other gadgets, all connected to several computers throughout the country. By pressing a certain key, after typing a certain message, it would be possible to see visibly on the TV screen annotated entries of bibliographies compiled by various individuals and organizations throughout the world. At the press of another button, the material rolling upwards on the screen at a comfortable reading speed would come to a stop. And a few minutes after pressing another button, the material halted on the screen would slip out of the output slot in the pre-selected number of copies. Reviewing related research would be a less-lonely task and working with "hot media" could motivate as well as assure a most up-to-date awareness of past and current research.

ISCPET's KWIC-INDEX BIBLIOGRAPHY had as its primary objective to be of service to its forty institutional representatives, to the ad hoc committee members of ISCPET's participating institutions, and to other persons concerned with English Education. Specific objectives were:

- 1) To achieve current awareness of
 - a) articles in professional journals applicable to English Education;
 - b) published books, pamphlets, leaflets, etc., applicable to English Education;
 - c) unpublished papers, pamphlets, etc.;
 - d) information available from ERIC Clearinghouses;
 - e) information disseminated by research and development centers;
 - f) institutional research projects;
 - g) individual research projects.
- 2) To facilitate an active retrospective search.

ISCPET's Special Research Studies covered a wide range of topics within English Education. Its BIBLIOGRAPHY attempted to include references which would be of specific application to a great many interests. However, the central issue in English Education with which the Special Research Studies were concerned was preparation of secondary school teachers of English. Although the BIBLIOGRAPHY includes references on items such as usage, teaching the disadvantaged, or teaching English grammar, the primary emphasis is on English teacher preparation. Of course, the concerns of those who prepare secondary school English teachers include also the teaching of all areas of English. Thus, the inclusion of items on content in a bibliography on method is not totally amiss. Also, a wide variety of topics and references were needed in the BIBLIOGRAPHY for experimentation with the KWIC-INDEX. However, after the working copy of the BIBLIOGRAPHY's Taxonomy was well on its way, it was realized that complete coverage was an impossibility.

PREPARATION OF THE BIBLIOGRAPHY

An information sheet was prepared for each reference to be included in the BIBLIOGRAPHY. (A sample is attached as Appendix I.)

Input IBM data cards were then prepared from the information sheets, following the indicated restricted card format. Five major cards were prepared for each bibliographical entry: 1, author card; 2, title card; 3, source card; 4, KWIC-INDEX card; and 5, abstract card.

The number 4 cards which carry special codings before key words were not processed with the other cards. Rather, they were assembled and processed through a 1620 computer. The output data cards produced by the computer then became the KWIC-INDEX.

ISCPET'S TAXONOMY OF ENGLISH EDUCATION

ISCPET's Taxonomy of English Education was an attempt to outline the major areas of knowledge in English Education. It was designed to serve as a guide for the selection of key words and the preparation of the KWIC-INDEX. Such a taxonomy was needed in order to accommodate synonyms such as "teacher education" and "teacher preparation." Also, numbers could be assigned to the subject categories in the Taxonomy, and the computer could then automatically prepare a numerical-subject categorization of bibliographic entries. The Taxonomy is reproduced here (see Appendix II) as background information. The useful relationship of such a taxonomy with the KWIC-INDEX has not been completely explored.

FORMAT OF THE BIBLIOGRAPHY

Essentially, ISCPET's KWIC-INDEX BIBLIOGRAPHY does not differ greatly from a regular bibliography. The important differences are obvious. References are listed sequentially by an identifying accession number and access to the references is by way of the KWIC-INDEX. There are few deviations from the customary printings of bibliographies. We have attempted to keep the deviations in the bibliographical entry data to a minimum because of the current instability in the format for computerized bibliographies. Further, confusion might arise over such things as volume number, or page number, if a unique format were used. Adaptations were made primarily because of limited space on IBM data cards. Most punctuation has been omitted, and the punctuation symbols used vary with data cards and computers. In this BIBLIOGRAPHY, parentheses are read as "%" and "<"; and an apostrophe appears as "@." When an author's name is listed, his last name appears first. When there is more than one author, each is usually given a separate entry line. Editors are designated by "ED" following their names. The title of the reference is given next. (One can determine by the source if the reference is a book or an article.) The source of the reference is given on the line after the title. At the extreme right of each line is the accession number for that particular bibliographical entry.

HOW TO USE THE BIBLIOGRAPHY

Using ISCPET's KWIC-INDEX BIBLIOGRAPHY is comparable to using any subject index. Each reference is listed by Key-Word-in-Context in the INDEX. To the right of each INDEX entry is the accession number, which corresponds to the numbered entry in the Accession Bibliography.

An Author Index has also been prepared. Here again, the accession number which refers to the bibliographical citation appears to the right of each author's name. If an author was not listed for the reference, the title of the item, with accession number, appears in the Author Index.

FUTURE OF THE BIBLIOGRAPHY

It is hoped that additional work can be done on the BIBLIOGRAPHY at some future time. It needs to be updated periodically, expanded retrospectively, and tightened taxonomically. More work needs to be done on the KWIC-INDEX in relationship to the Taxonomy. Individual reactions to this BIBLIOGRAPHY are sought. Personal comments as to the useability of the BIBLIOGRAPHY and to possible ways of improving it are also requested.

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APPENDIX II: ISCPET'S TAXONOMY OF ENGLISH EDUCATION (WORKING COPY)

<u>CONTENT</u>	<u>TEACHING METHODS</u> <u>(of content)</u>	<u>TEACHING AIDS</u>
<u>LANGUAGE</u> Linguistics Phonology Morphology Syntax Kinesics Lexicography Orthography Prosody History of Dialectology Etymology Rhetoric (oracy) Semantics Usage Grammar Traditional Transformational Stratificational Tagmemic Sememic Acquisition Behavior	<u>GENERAL</u> Inductive Deductive Socratic Programmed Team <u>LANGUAGE</u> TENL TEFL TESL TESOL TESDL	Personnel Computer Audio-visual Materials traditional texts programmed learning Media Films Filmstrips Phonograph records Telephone Guest lecturers Photographs Maps
<u>LITERATURE</u> (century?) American English World poetry drama diction novel short story (auto) (bi)ography essays oratory letters folk tales satire humor criticism stylistics rhetoric (?) mythology classical (traditional) adolescent children's	<u>LITERATURE</u> approaches history genre biography (author) sociological psychological sociopsychological thematic emotive didactic paraphrastic analytical critical <u>COMPOSITION</u> rhetoric (?) Discourse (?) Evaluative Narrative Expository Descriptive Argumentative Directive (how to) Imaginative Process (creation)	<u>COMPOSITION</u> motivation prevision revision sentence to paragraph to composition evaluation

EDUCATIONAL
OBJECTIVES

CONTENT SKILLS
(development of)

TESTING/EVALUATING
(of content and skills)

Learning

READING

Tests

Affective
Cognitive
Group
Individual

WRITING

Classroom
Standardized
Diagnostic
Achievement

SPEAKING

Attitudes

Questions

Aesthetics

LISTENING

Essay
True-False
Multiple choice
Completion

(Appreciations)

THINKING

Skills

Understandings

Habits

<u>CURRICULUM</u>	<u>STUDENTS</u>	<u>TEACHING</u>
Preschool	Behavior of	Pre-service
Kindergarten	Needs of	In-service
Elementary	Talents of	Student
Middle	Abilities of	Observation of
Junior High	Motivations	Simulus of
Senior High	Handicaps	Stimulus in
Junior College	Relationships of	Analysis of
Senior College	with	Media in
Fifth Year Program	parents	Profession of
Graduate School	peers	Career as
MAT/MATE/Ph.D/Ed.D	teachers	Load in
Higher Education	Background of	Assignment in
Continuing Education	Advantaged	Evaluation of
Adult Education	Disadvantaged	Study of
Grouping		Clinical
Advanced		Intuitive
Senior placement		Artistic
Fast		Humanistic
Average		Experimental
Slow		Analytical
Remedial		Objective
Homogeneous		Scientific
Heterogeneous		Art of
Ungraded		Scientific method of
Sequence of Content in		Activities
		Goals

<u>TEACHERS</u>	<u>TEACHER PREPARATION</u>	<u>RESEARCH</u>
Certification of	CONTENT (see Lang. Lit. Comp.)	Active
Characteristics of	PROFESSIONAL EDUCATION	Retrospective
Personality of	Education	Applied
Qualities of	History of	Basic
Personal	Philosophy of	Pure
Teaching	Psychology of	Empirical
Motivating	Sociology of	Survey
Professional	Comparative	Experimental
Effectiveness of	Economics of	Observational
Rating of	Anthropology of	Longitudinal
(Evaluation of)	Aesthetic	Descriptive
Interpersonal relations of	Interpretive studies of	Follow-up
with	Method in content	Implementation of
pupils	Method in media use	Consumption of
parents	Student teaching	Application of
peers	Micro-teaching	Encouragement of
profession	Observation/observing	Dissemination of
Recruitment of	Supervision	Support of
Retention of	Clinical work	Organizations (Centers)
Skills of	Internship	
Role of	Macro-teaching (?)	
Attitudes of		
Ethics of		
Competencies of		
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